The Diary of Dennis the MENACE
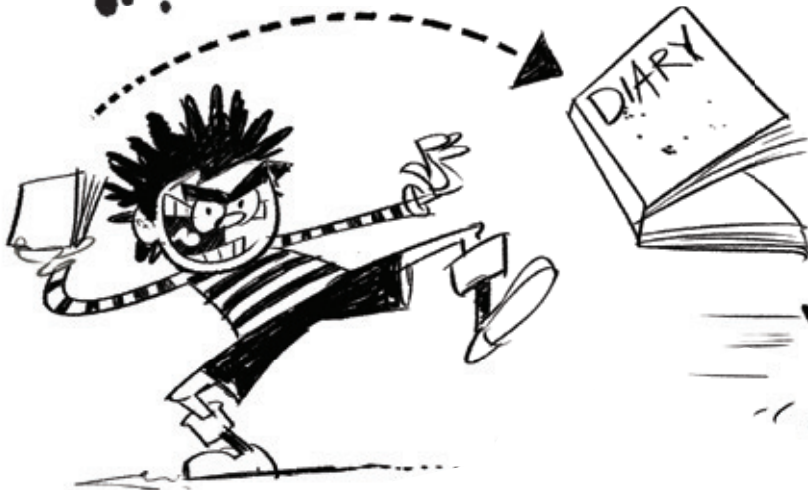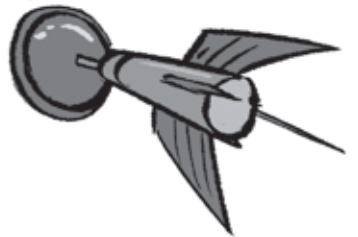
RESOURCE PACK

DEAR TEACHERS,

This pack has been cerated to prepare school children and teachers for **Puffin Virtually Live: The Diary of Dennis the Menace**, a special webcast streamed live into schools on Thursday 5th February at 2pm (GMT).

Actor and author Steven Butler will be introducing the latest book in the Diary of Dennis the Menace series, Bash Street Kids, as well as the up-coming The Diary of Dennis the Menace: World Menace Day for World Book Day 2015. Through thirty minutes of laugh-out-loud videos, a draw-along, readings and live Q&A's, pupils will be guided through the mischievous world of Dennis the Menace.

This quick and fun resource pack will help your class explore and get excited about The Diary of Dennis the Menace, while developing their reading and creative skills. This resource pack provides material for between 6 and 8 hour-long lessons which can take place during literacy lessons or as extra-curricular activities. It is suitable for aged 6-11 years and has a literacy focus, but also covers other areas too.

Don't forget to register your school, quickly and easily, as www.puffinvirtuallylive.co.uk and to send in your questions to the author. Questions can be about anything and everything – if your school's question is read out in the show, you'll receive a book signed by the author.

MAKING A COMIC STRIP
Students will:
1. Use the comic strip format to create characters, setting, dialogue, and plot
2. Organise ideas on combining pictures, captions and dialogue to report on a specific event or express a message
3. Develop comic strips to depict story-related or self-created events, convey a message, or express interesting information

The Diary of Dennis THE MENACE

**Other objectives covered in the pack include:**

LITERACY
– To improve understanding and comprehension of text types, with focus on humour and comic strips
– To understand the linguistic conventions of certain text types
– To be able to identify and use literary techniques effectively
– To create a comic strip for a specific target audience and to use appropriate linguistic and stylistic conventions
– To interpret an author's language and style

DRAMA AND SPEAKING AND LISTENING
– To participate in discussions, presentations, performances, role play, improvisations and debates
– To conduct interviews and drama tasks in-role as different characters
– To present a comic book in a group pitch

DESIGN TECHNOLOGY AND ART
– To use drawing, painting and sculpture to develop and share ideas, experiences and imagination
– To develop a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space
– To create sketch books to record observations and use them to review and revisit ideas
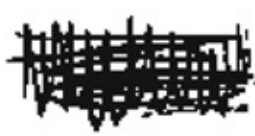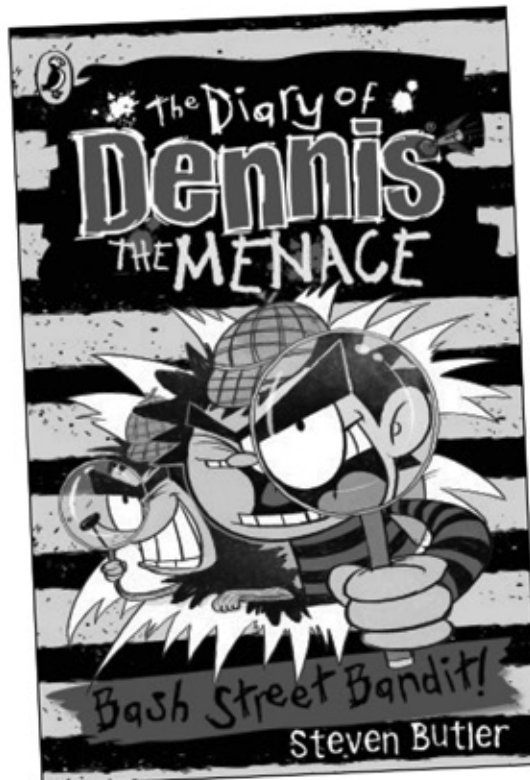
GETTING STARTED

First, organise your class into SIX MENACING groups! Each group will be responsible for creating their own Dennis the Menace style comic strip. Each group is named after one of the characters from Beanotown. To find out more about them, read **The Diary of Dennis the Menace!**

TEAM 1: THE MENACES!
TEAM 2: THE DENNISES!
TEAM 3: THE GNASHERS!
TEAM 4: THE MINXERS!
TEAM 5: THE GNIPPERS!
TEAM 6: THE BASH STREET KIDS!

You might also want to allocate the following roles within each group:

TEAM CAPTAIN   SCRIBE   RESEARCHER

COMMUNICATOR   READER   BRAINSTORMER

Lesson by lesson, students will gather material for their final comic strip storyboard. Make sure that each team Captain keeps all of the character profiles, rules, diary entries and comic strip panels in preparation for the final product!

NOW YOU'RE READY TO START!

The Diary of Dennis THE MENACE
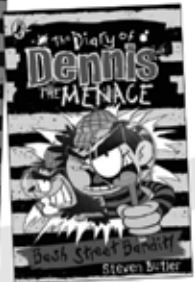
LESSON 1:

THE CHARACTERS OF BEANOTOWN

OBJECTIVE: TO INTERPRET KEY WORDS USING WORD ASSOCIATION AND INFERENCE
OUTCOMES: PROFILES FOR KEY CHARACTER; LABELED DRAWING OF CHARACTER

Lead-in task:

Here is a list of some of the characters in *The Diary of Dennis the Menace*:

DENNIS THE MENACE
GNASHER
CURLY
THE COLONEL
PIE FACE
MRS CREECHER
WALTER
MINNIE THE MINX

Which character might be the oldest?
Which character might be the youngest?
Which character might be the most normal?
Which character might be the funniest?
Which character might be the most hairy?
Which character might be the most studious?

Task 1:

How can you show something about a character through their name?
Create your own character and character name.

The Diary of Dennis the Menace

LESSON 1:

THE CHARACTERS OF BEANOTOWN

Task 2:

Complete a Profile for your character:

Mugshot:

Name/alias:

Age:

Place of birth:

Gender:

Address:

Appearance and distinguishing marks:

Costume:

Weapons/inventions:

Powers/strengths:

Vices/weaknesses:

Family history:

Everyday persona:

Known associates and enemies:

The Diary of Dennis THE MENACE

Task 3:
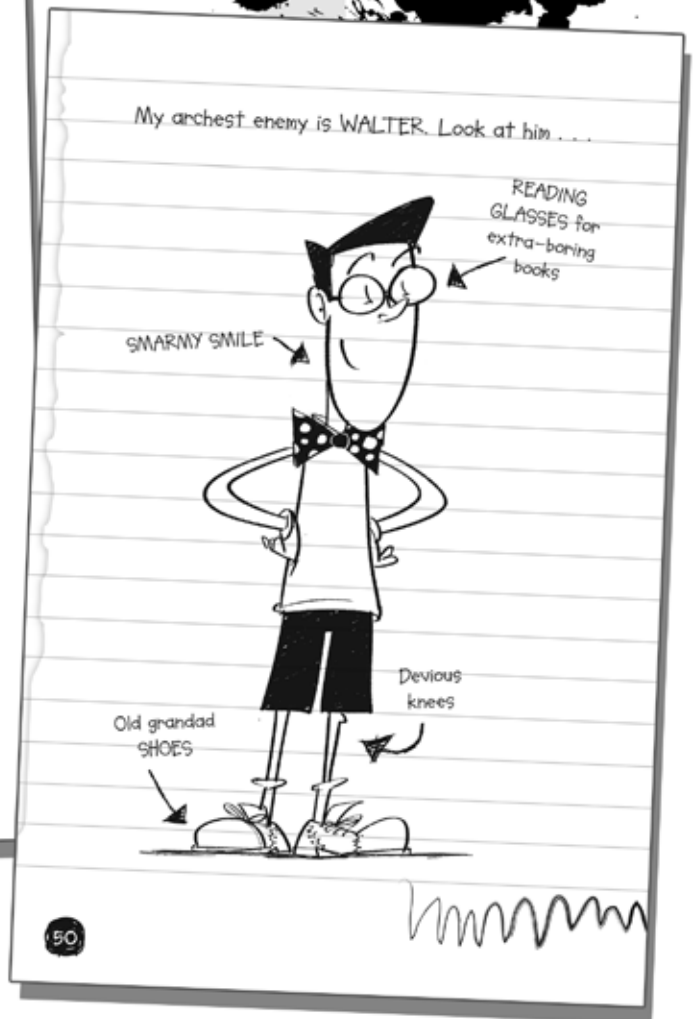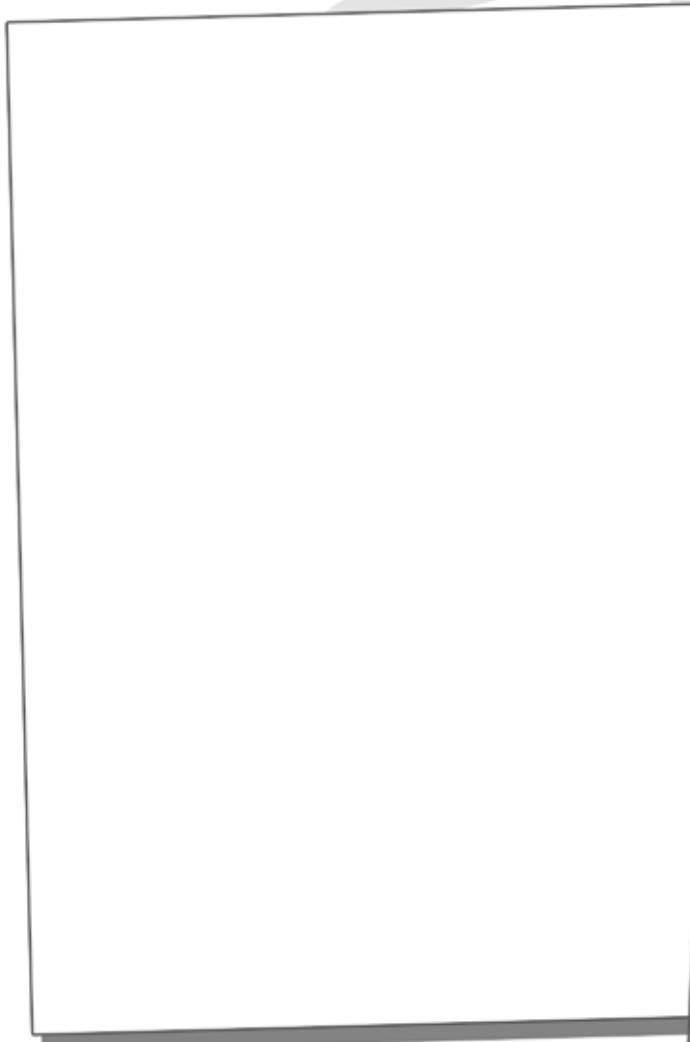Now draw your character and label him/her, taking inspiration from page 50
of **The Diary of Dennis the Menace**.

My archest enemy is WALTER. Look at him . . . .

READING GLASSES for extra-boring books

SMARMY SMILE

Devious knees

Old grandad SHOES

50

The Diary of Dennis THE MENACE
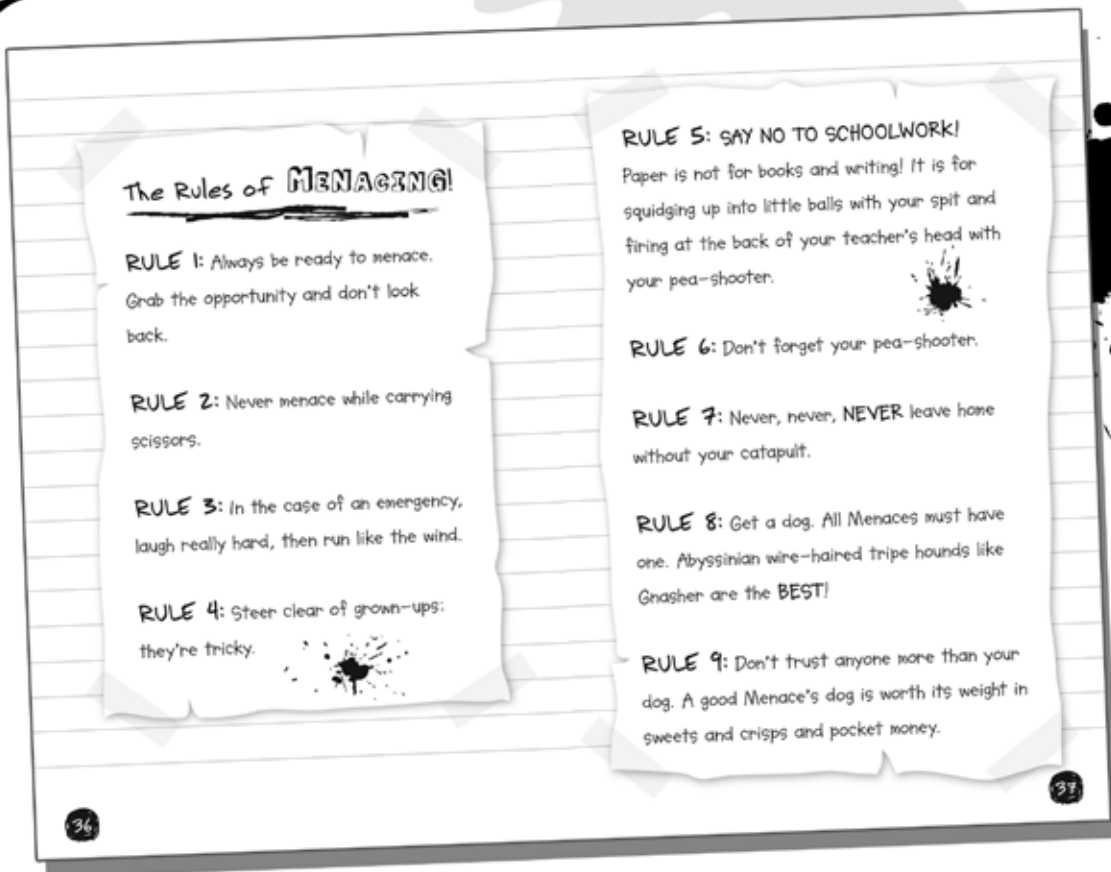
LESSON 2:
~~THE~~ THE RULES OF MENACING!

OBJECTIVE: TO ORGANISE AND ANALYSE THE BOOK'S KEY THEMES AND IDEAS AS A GROUP

OUTCOMES: LIST OF 'THE RULES OF MENACING' AND PRESENTATION OF RULES TO THE CLASS

Lead-in task:
Read pages 36 and 37, where Dennis lays out 'The Rules of Menacing':

The Rules of MENACING!

RULE 1: Always be ready to menace. Grab the opportunity and don't look back.

RULE 2: Never menace while carrying scissors.

RULE 3: In the case of an emergency, laugh really hard, then run like the wind.

RULE 4: Steer clear of grown-ups; they're tricky.

RULE 5: SAY NO TO SCHOOLWORK! Paper is not for books and writing! It is for squidging up into little balls with your spit and firing at the back of your teacher's head with your pea-shooter.

RULE 6: Don't forget your pea-shooter.

RULE 7: Never, never, NEVER leave home without your catapult.

RULE 8: Get a dog. All Menaces must have one. Abyssinian wire-haired tripe hounds like Gnasher are the BEST!

RULE 9: Don't trust anyone more than your dog. A good Menace's dog is worth its weight in sweets and crisps and pocket money.

36

37

Task 1:

Question: Which rule is most important to Dennis? How do you know? How does Dennis exaggerate to create humour?

Can you find more examples of exaggeration in **The Diary of Dennis the Menace**?

In groups, prioritise the ideas from most important to least important. Remember to fulfill your roles of Team Captain, Scribe, Researcher, Communicator, Reader or Brainstormer!

LESSON 2:

THE RULES OF MENACING!

Task 2:
Are there any rules that you disagree with? Put the rules into two columns:

DENNIS, WE AGREE	DENNIS, WE DON'T AGREE

Task 3:
Present back, as a group, your ideas to the rest of the class.

The Diary of Dennis THE MENACE

LESSON 3:

MY KIND OF DIARY!

OBJECTIVE: TO IDENTIFY LINGUISTIC TECHNIQUES AND TONE AND TO CREATE A DIARY ENTRY
OUTCOMES: A DIARY ENTRY IN ROLE AS A CHOSEN CHARACTER

Lead-in task:

Imagine the summer holidays are about to begin. List three things either you or your character (from lesson 1) would want to do in the summer holidays.

1: _____

2: _____

3: _____

Task 1:

Which of the following names are best for Dennis' diary?
Encourage students to discuss why each title is effective:

"MY KIND OF DIARY!"

"A DENNIS DIARY!"

"A MENACING DIARY BY DENNIS!"

Can you find an example of alliteration?

Can you find an example of a strong adjective?

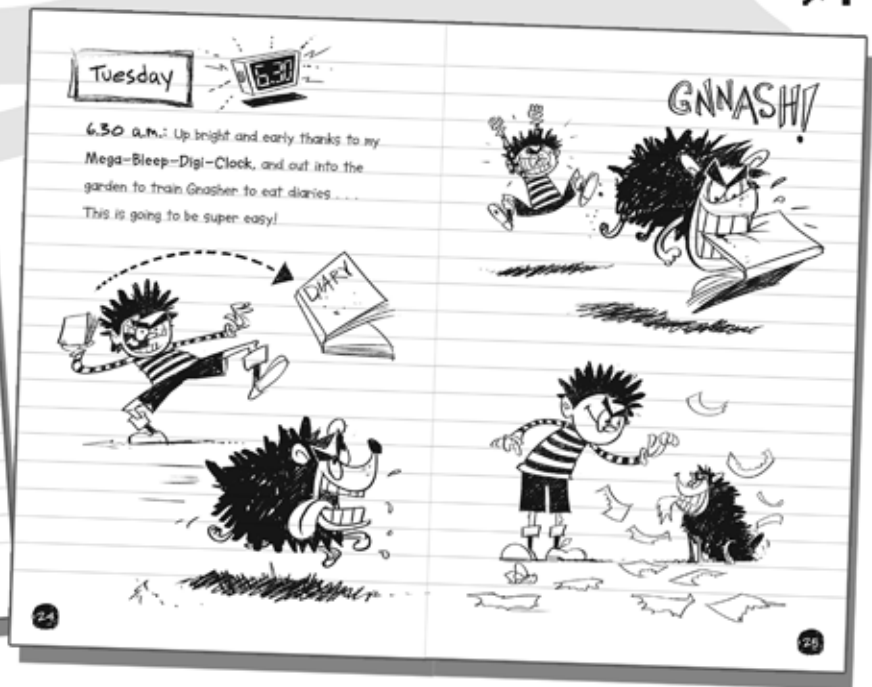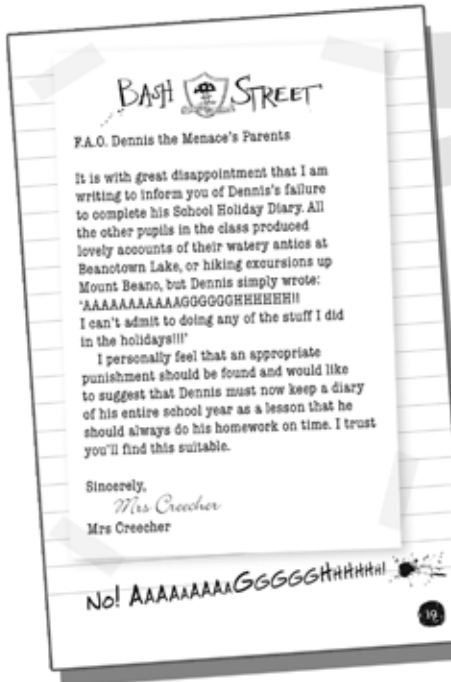Name your own diary using either alliteration or good adjectives.

The Diary of Dennis THE MENACE

LESSON 3:

MY KIND OF DIARY!

BASH STREET

F.A.O. Dennis the Menace's Parents

It is with great disappointment that I am writing to inform you of Dennis's failure to complete his School Holiday Diary. All the other pupils in the class produced lovely accounts of their watery antics at Beanotown Lake, or hiking excursions up Mount Beano, but Dennis simply wrote: 'AAAAAAAAAAAGGGGGGHHHHH!! I can't admit to doing any of the stuff I did in the holidays!!!'
    I personally feel that an appropriate punishment should be found and would like to suggest that Dennis must now keep a diary of his entire school year as a lesson that he should always do his homework on time. I trust you'll find this suitable.

Sincerely,
Mrs Creecher
Mrs Creecher

No! AAAAAAAAAaGGGGGHHHHHH!

Tuesday

6.30 a.m.: Up bright and early thanks to my Mega-Bleep-Digi-Clock, and out into the garden to train Gnasher to eat diaries . . . This is going to be super easy!

GNNASH!

Task 2:

Read page 19, then 24 and 25 of **The Diary of Dennis the Menace**. Can you see the differences between the way Mrs Creecher writes and the way Dennis writes? Who writes in the most formal tone and why? Who writes in an informal tone and why? Put formal and informal phrases into two different columns.

FORMAL	INFORMAL

The Diary of Dennis THE MENACE

LESSON 3:

MY KIND OF DIARY!

Task 3:

Choose one of the things that you or your character would want to do in the summer holidays.
Write a short diary entry in the voice of your character to describe the event. Decide whether your character speaks formally or informally.

6.30am

3.00pm

9.00am

5.30pm

12.00am

9.00pm (bedtime!)

24

25

*An extension could be that students design and create their own diary template.

LESSON 4:

INTERVIEWING DENNIS THE MENACE

OBJECTIVE: TO EMPATHISE WITH A GIVEN CHARACTER AND CREATE A DRAMA PIECE
OUTCOMES: A SHORT INTERVIEW (DRAMA) BETWEEN TWO CHARACTERS

Lead-in task:

If Dennis the Menace was interviewed on the television, what do you think he'd be like in real-life?
Brainstorm your ideas using the following headings:

APPEARANCE:

BODY LANGUAGE:

VOICE:

FACIAL EXPRESSIONS:

Task 1:

Ask students to pair-up with someone in their group and read their diary entries from the last lesson. Award bonus points for students who use body language and voice to make their characters come to life!

Listen to your partner's diary entry again. As you listen, brainstorm a list of questions that you would want to ask your partner in an interview. You can exchange "profile sheets" from lesson 1 to make it easier.

Task 2:

In pairs, conduct an interview between the two characters. If it's easier, one character can be Dennis the Menace. Think about using exaggeration to make it funny for the audience.

LESSON 5:

BASH, SPLAT, THWACK!

OBJECTIVE: TO IDENTIFY USES OF ONOMATOPOEIA AND TO USE THIS TECHNIQUE IN YOUR OWN WRITING
OUTCOMES: A COMIC STRIP "PANEL" WITH EXAMPLES OF ONOMATOPOEIA

Lead-in task:

Imagine you are Fire! If fire had a written language,
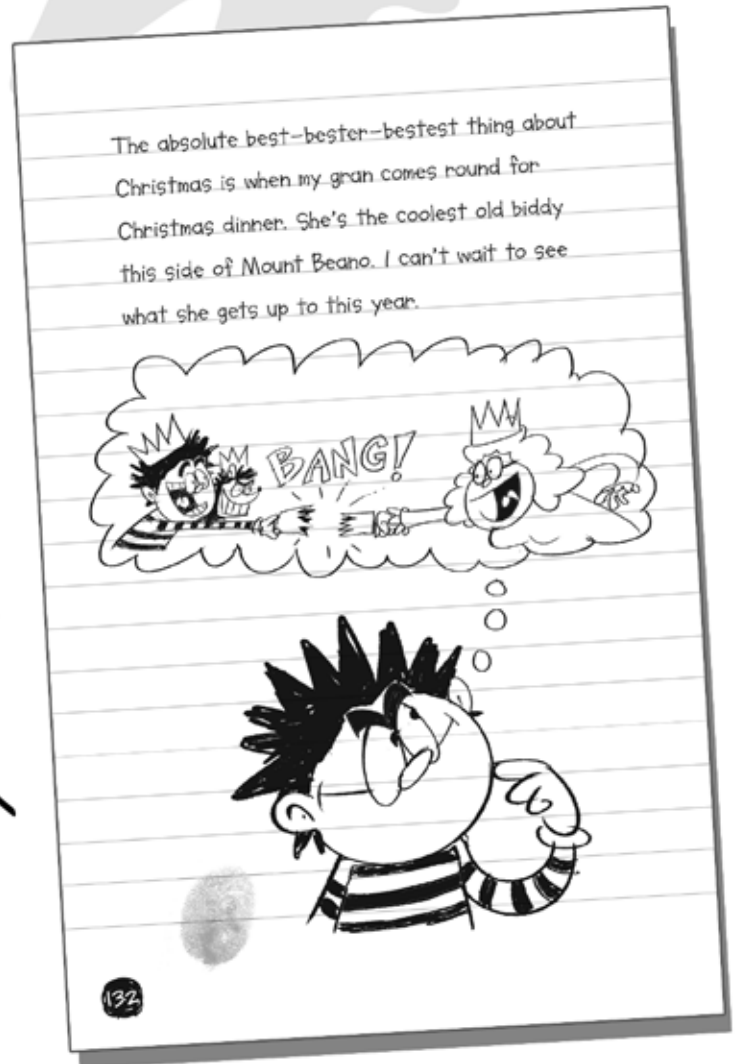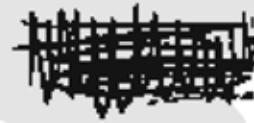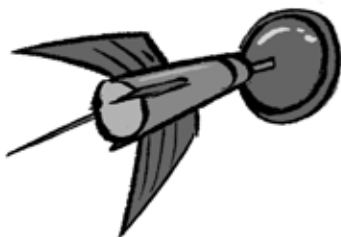it might look something like this:

FZIP RROAZZ SHWIFF
PRRIP CROOAR

When words sound like what they mean,
this is called onomatopoeia. Comic books use
onomatopoeia, sometimes for comic effect,
sometimes to shock the reader.

Choose one of the following things and invent
a new language for it:

THE WIND
THE SEA
THE RAIN
AN AEROPLANE

Task 1:

Read page 132. Can you find an example
of onomatopoeia? What sound is the word
trying to make?

The absolute best-bester-bestest thing about
Christmas is when my gran comes round for
Christmas dinner. She's the coolest old biddy
this side of Mount Beano. I can't wait to see
what she gets up to this year.

BANG!

132

LESSON 5:

BASH, SPLAT, THWACK!

Task 2:
Look at the following examples of onomatopoeia:

SPLAT! AACHOO!
SCOFF! CHOMP! TWANG!
PHAAART!
THWACK! BASH! ZOOM!

What context could these words be used in? If musical instruments are available,
ask students to experiment with the sounds.

Task 3:
Choose one of these words and create a picture to show why it might be used.
Don't forget to include speech/thought bubbles. Make sure you look at page 132 for inspiration!

LESSON 6,7 & 8:

CREATING A COMIC STRIP

OBJECTIVE: TO CREATE A COMIC STRIP CONSISTING OF 8 PANELS, IN GROUPS
OUTCOMES: AN 8-PANELLED COMIC STRIP

Lead-in task:

In your groups, choose one of the following events and brainstorm how it could be exaggerated for comic effect:

A TRIP TO THE SEASIDE
A SCHOOL ASSEMBLY
SPORTS DAY
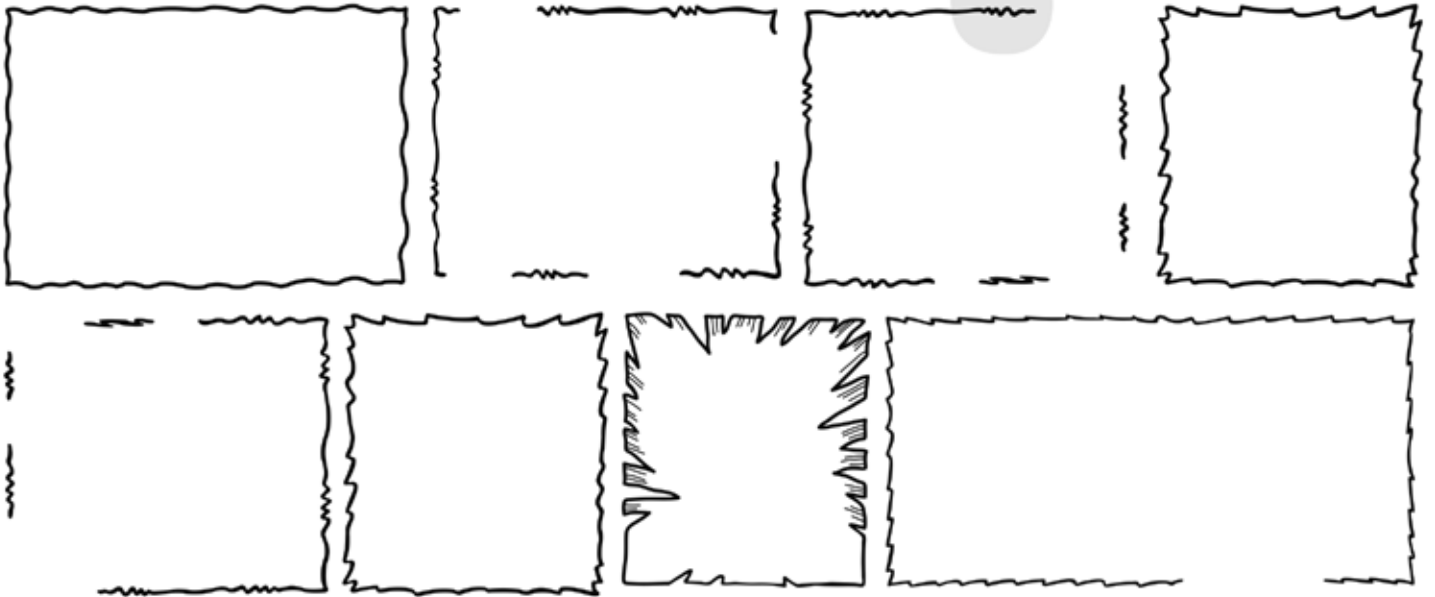
Task 1:

Now you need to decide on characters. Give students the choice to use Dennis the Menace,
Gnasher and friends, or to use the characters that they have created during the last few lessons (preferable).
A mixture of both would be fun!

Ask students to choose six characters for their comic book and one MAIN character.

Ask students to create a panel-by-panel outline of what will happen in their comic strip.

LESSON 6,7 & 8:

CREATING A COMIC STRIP

Task 2:
Ask students in groups to complete one panel each. The group needs to work together to create the comic strip.

Task 3:
: After one, maybe two/three lessons working on the comic strip, students should present back to the class and then vote on their favourite.
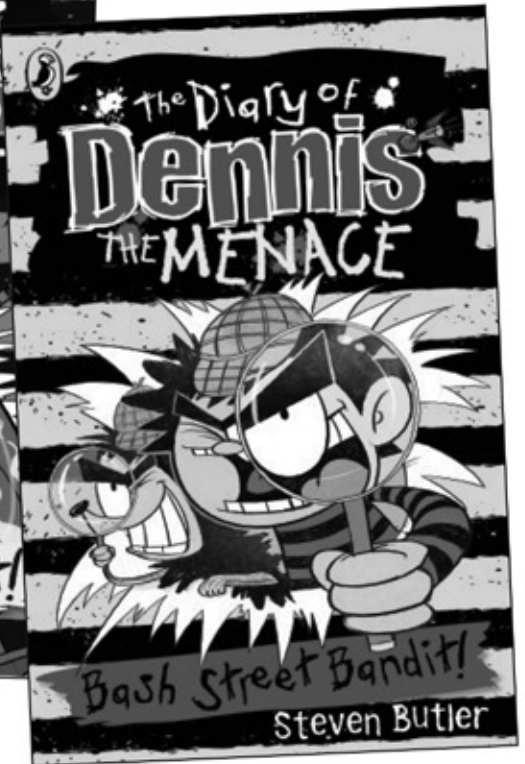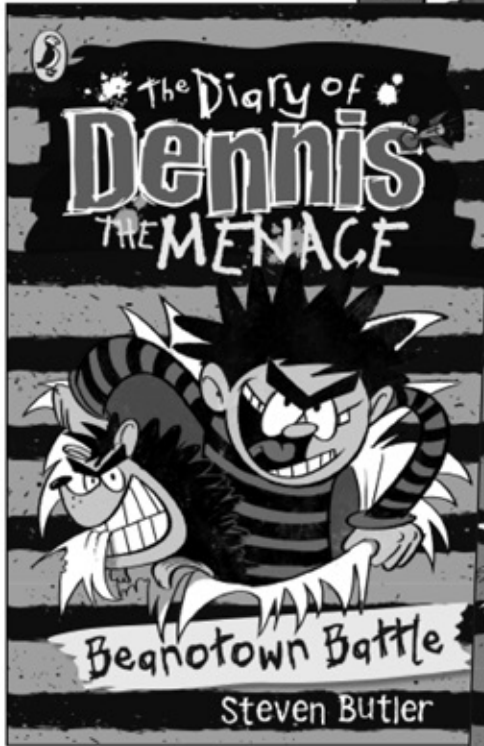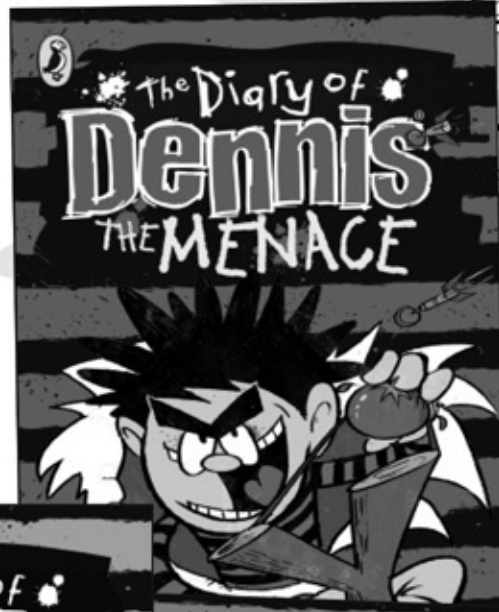
WHO IS THE WINNER OF THE MOST MENACING COMIC STRIP COMPETITION?

YOU DECIDE!

The Diary of Dennis THE MENACE

ALSO AVAILABLE:

The Diary of Dennis THE MENACE

BEANO OFFICIAL STICKER BOOK
with over 1000 stickers

The Diary of Dennis THE MENACE
Beanotown Battle
Steven Butler

The Diary of Dennis THE MENACE
Rollercoaster Riot!
Steven Butler

The Diary of Dennis THE MENACE
Bash Street Bandit!
Steven Butler